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ABSTRACT

The Career English Curriculum Guide has been prepared to better equip students with communication skills required in the working world. Basic skills of reading job-related materials and writing brief resumes are blended with the less measurable skills of developing good relationships with fellow employees and good attitudes toward work in general. Concepts, objectives, and suggested activities are outlined for three units: seeking employment, on the job, and improvement of communication skills. The course is intended to meet the needs of students in grades 10-12 and can be completed in one semester. Seven appendixes, including reading printed directions, work attitudes, and self-evaluation, are followed by a three-page list of resource materials (books, filmstrips, kits, microfiche, and tapes). (Author/BP)

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CAREER ENGLISH: a curriculum guide

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CAREER ENGLISH: A CURRICULUM GUIDE

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Unit II (con'd)

Suggested Activities

Concept III--Interpersonal Relationships

1. Discuss importance of getting along with others in the classroom and on the job.

2. Read introduction "That's Life," poems "Where Do You Live?", "Paper I", and "Both Sides, Now" in Searching for Values for self-examination. Have students write a paragraph reacting to the theme of one of the poems.

3. View Filmstrips "Hazing," "Failing to Communicate", "Absenteeism," and "Lack of Ambition," in Job Attitudes--Trouble At Work series. Discuss these through groups pointing out the problems presented and possible solutions.

4. Read "I Was a Teenage Hero--Part 1: New Neighbors" and "Part 2: Three of a Kind", pp. 19-29, Searching For Values. Use the story as a springboard to discussion of acceptance of others.

5. Read "The New Kid," pp. 40-54, Searching For Values for further discussion of personal relationships.

6. Read "My Son", p. 136 and "The Nest", pp. 140-146, Searching For Values. Review the story through discussion of parental authority and employer authority on the job. This could be approached by listing on the board the most common areas of disagreement between children and parents.

7. Conduct a round-table discussion (arrange students in a large circle or several small circles). Have each student state aloud what he feels is his most undesirable trait. Then have each student tell what he could do to improve this fault.

8. Read "Senior Dropout", pp. 147-155, Searching For Values. Identify Lon's problem. Discuss review questions.

9. Read "Stronger Lessons," p. 157, Searching For Values. Have students write a paragraph on something they may have learned as suggested in the second stanza.

10. "Do Your Own Thing", pp. 177-186, Searching. Use role playing in class.

11. Read "Suspended Sentence," pp. 187-196, Searching. Have a resource person who represents authority speak to the class (policeman, school administrator, military officer, or job foreman) on his role as an authority figure, with questions and discussion.

12. Give survey "Key to Personality." (Appendix C)

Unit III--Improvement of Communication Skills

Suggested Activities

Concept I--Skill Building Emphasis

1. Offer a reading day each week for enjoyment and skill building. Report on pages read on a 3" x 5" index card with bonus points being given for number of pages read. Suggest 1 point for 25 pages. Follett Series could be used here, with students choosing selections.

2. Each student select a career he feels he would like to enter and prepare a notebook. Include in the notebook the following sections:

    1. Description of career
    2. Qualifications for career
    3. General Employment Outlook
    4. Why I Chose This Career
    5. Illustrations of the Career Field

3. Use the following resources to research the career, along with any other available sources:

    1. Occupational Outlook Handbook
    2. INFOE Microfiche Reader
    3. Chronicle Occupational File for Tennessee
    4. Health Careers Handbook
    5. Encyclopedia of Careers and Vocational Guidance (2 volumes)
    6. Career Kits (Health, Industrial, Bsuiness, and Semi-Skilled)

4. Write letters requesting information on selected careers (pp. 88-94, Jobs In Your Future) or other sources available in Guidance Office.

5. Most of the research and notebook work will be done in class. Emphasize neatness, accuracy, and attractiveness. Include art work, illustrations and sketches.

Concept II--Self-Appraisal and Evaluation

1. Use activities in "Expressing Yourself" chapter of Vocational English Books 1 and 2 for experiences in self-expression.

2. After completion of notebooks arrange the class into groups of common interest (medical, social, etc.). Have them prepare charts, posters, and bulletin boards to show findings of their research.

3. Have each student give a five-minute oral review of his notebook giving special emphasis to the attractiveness of the career for him.

4. Administer "Self Rating Chart Survey". (Appendices D. E. F. G)

Unit III (con'd)

Suggested Activities

Concept II--Self-Appraisal and Evaluation

5. Read a novel or play in class. Suggest Arthur Miller's Death of a Salesman, for reading with extensive class discussion on the attitudes toward work and its place in the total lives of the characters. If you do not consider the play appropriate for classroom study because of language or reading ability of students, select a group to read the play out of class, and present it by synopsis and a selected cutting of an impressive scene.

APPENDIX A

Following Printed Directions

Read the following directions for taking a test:

This test covers four pages, beginning on page 9, and has six parts. If you finish Part 1 before time is called, go right on to Part 2 on page 10, and then to parts 3 and 4 on page 11, and then to parts 5 and 6 on page 12. However, if you have not finished part 1 (or any part) before time is called, go right to the next part when told to do so. Do not guess on parts 1, 3, and 6. However, you may guess without penalty on parts 2, 4, and 5.

Did you visualize as you read? What should you do first? (Begin with part 1) What should you be aware of as you work? (Time limits, penalty for guessing.) Which two parts are the longest? (Parts 1 and 2--one page each.)

Most of the time, directions are not as complicated as the preceding set. Many students, however, still have difficulty with printed directions. The practice exercises can help you become more proficient in this skill than you are now. Do them carefully.

Each of the following paragraphs gives directions for a particular procedure. Following each paragraph is a list of some of the steps in the procedure. List these steps in order on your own paper. If two or more steps should be done at the same time, or if they mean the same thing, place them on the same line.

1. To prepare a hot water bottle: Fill the rubber bag about half full of hot but not boiling water--the water must not be so hot as to hurt the patient if the bottle should leak or break. Screw the stopper about halfway in, being sure the washer is correctly in place; then gently squeeze the bag until water can be seen at the top. This forces air out and makes the bag softer and more comfortable in use. While holding the bag in this position, screw the stopper tight. Finally, turn the bag upside down to check for leaks, test its temperature by holding it against your skin, wrap it in a towel or regular cover, and apply it to the affect area. Remove it when it gets cool, refill, and reapply for as long as directed by the physician.

   Squeeze the bag.
   Test its temperature
   Make sure the stopper is screwed in tightly.
   Heat water
   Hold the bag against your skin.

2. In reading the first card of a data group, the computer expects to match the name beginning at column 3 with the class name of the READ statement. If the match fails, the computer will skip over the remaining cards in this data group and try again on the next group. Repeated failure to find the desired class name will effectively exhaust the data and terminate execution of the program.

2. (con'd)

The computer tries to match the name beginning at column 3 with the class name.
The computer reads the first card of a data group.
The computer tries a second group
The data are exhausted.
The match fails.

3. After the baby is born, wrap a fold of towel around his ankles to prevent slipping and hold him up by the heels with one hand, taking care that the cord is slack. To get a good, safe grip, insert one finger between the baby's ankles. Do not swing or spank the baby. Hold him over the bed so that he cannot fall far if he should slip from your grasp. The baby's body will be very slippery. Place your other hand under the baby's forehead and bend its head back slightly so that the fluid and mucus can run out of its mouth. When the baby begins to cry, lay him on his side in the bed close enough to the mother to keep the cord slack.

Let fluid and mucus run out of the baby's mouth.
Insert one finger between the baby's ankles.
Place your hand under the baby's forehead.
Hold him up by the heels.
Bend the baby's head back.

4. To find out if a dial train combination is correct, divide the number of teeth in the minute wheel, which, in the following example is 36, by the leaves of the cannon pinion, 12, and the number of teeth in the hour wheel, 48, by the number of leaves in the minute wheel pinion, 12. The quotients, 3 and 4, are multiplied, and the result is 12, which is the correct combination for a dial train.

Divide 48 by 12.
Divide the number of teeth in the minute wheel by the leaves of the cannon pinion.
Multiply 3 and 4.
Divide 36 by 12.
Divide the number of teeth in the hour wheel by the number of leaves in the minute wheel pinion.

5. The first step in giving a medicine is to check the physician's orders for dosage and timing. Read the label on the medicine container, and compare it with the orders. (It's a good idea to cover the label with transparent cellophane tape to protect the directions from stains.)

Shake the container well if the label so directs. Remove the cap, cork, top of the box, etc., and read the label again.

Pour the exact dose of liquid medicine into a spoon or medicine glass (a medicine glass with its accurate markings is preferable, since spoons vary greatly in size.)

5. (con'd)
5. (con'd)

If the dosage is by the drop, count the number aloud and take care that the medicine does not go up into the rubber bulb of the medicine dropper. Doses of nonliquid medicines--pills, capsules, tablets, and powders--should be counted out carefully.

Read the label on the container again as a final check on the accuracy of the dose and the kind of medicine. Then give the medicine to the patient according to the physician's instructions (plain, mixed with water, or followed by water or other liquid.)

Note on the patient's record that the medicine was given. Indicate kind of medicine, time, amount given, and any reaction to it.

Wash the spoon or medicine glass and the drinking glass, and replace on the medicine tray. Keep this tray in a safe place, away from children.

Check the label for directions.
Check the label for directions a second time.
Compare the label with the physician's orders.
Pour the medicine out or count the pills.
Wash the spoon.

6. The pollen combs collect pollen from the pollen brushes of the other legs. Then with the stiff spines (the pectin) of the pollen packer of one leg, the bee removes pollen from the pollen combs of the opposite leg. Straightening of the let then forces the anvil-shaped auricle up against the pollen caught under the pectin. The pollen is squeezed through the joint and up into the pollen basket on the outside of the tibia.

The bee straightens its leg.
The pollen is squeezed through the joint.
The auricle is forced up against the pollen.
Pollen is collected.
Pollen is removed from the pollen combs of the opposite leg.

7. Store cards standing on their edges rather than lying flat and keep under pressure. Keep the storage drawers or boxes at a temperature between 60 and 80 degrees F and a humidity between 35 and 60 percent. When it is necessary to duplicate a deck, the new deck can become the master, and the old master could then be put into use.

Before a deck of cards is inserted in a machine, the cards should be fanned slightly to get rid of static electricity. Then align the cards and put them into the processing machine.

Fan cards slightly.
Set drawers for desired temperature.
Align the cards.
Store cards under pressure.
Set drawers for desired humidity.

8. Fit the guide and die over the end of the pipe and turn the stock to the right (for a right-hand thread) until the die teeth just catch on the end of the pipe. Then apply a liberal amount of thread cutting oil the end of the pipe. Then apply a liberal amount of thread cutting oil or lard oil on the end of the pipe and the die teeth. Continue to turn the stock and die until the end of the pipe projects about one-half thread through the front end of the die. This gives a full thread. Do not use oil on brass and copper IPS pipe. Instead use soapy water or no lubricant at all. When the die is finished, the stock is turned to the left until the die comes off the pipe. The die and stock, as well as the end of the pipe, should be cleaned of all chips and oil. If a thread is imperfectly cut or is cross-cut it either can be corrected with the die. The imperfect thread must be cut off the pipe and a new thread formed.

Clean the pipe of chips and oil.
Turn the stock to the left.
Turn the stock to the right.
Check to see how far the end of the pipe projects through the front end of the die.
Check for imperfect threads.

9. Fill the joint with molten lead at one pouring. Melt enough lead for all joints to be run, and dip enough molten lead with the ladle to make one complete joint at one pouring. Wipe the hub and spigot ends of the pipe dry and free from foreign matter before pouring the lead. Moisture will cause molten lead to fly out of the joint. Wear goggles and gloves while pouring, and keep clear of the ends of piping lest even though the parts may appear dry.

Wipe hub and spigot ends of the pipe dry and free of foreign matter.
Melt lead.
Put enough lead in the ladle to make one complete joint at one pouring.
Put on goggles and gloves.
Fill the joint with lead.

10. To renew the faucet seat, unscrew the stem from the body, as already explained. Screw the adjustable threaded cone of the dressing tool down into the body of the faucet, thus centering it over the seat. Then gently rotate the wheel or bar handle on top of the tool several times while the cutter on the bottom trims the seat to a new, true surface. Now it is necessary to remove all cuttings that have lodged inside the faucet body, otherwise they will quickly damage a new seat washer when the faucet is turned off. It usually is necessary to turn on the water to allow enough flow to flush out these cuttings.

Rotate the wheel or bar handle.
Flush out cuttings.
Unscrew the stem from the body.
Screw the cone of the dressing tool down into the body of the faucet.
Center the cone over the seat.

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APPENDIX D

Job World Section

What do employers look for? Many a job seeker wishes he knew the answer to this question. Briefly, four of the important items every employer is concerned within a worker are skills, experience, education and personality.

What have you got to offer? Here are some questions to ask yourself. Answer them honestly and see how you rate.

1. Do you have a real willingness and desire to learn new skills and new ways of doing things?

   Yes No

2. Are you neat in your personal appearance and work habits?

   Yes No

3. Are you punctual?

   Yes No

4. Can you apply yourself to a job without being easily bored or distracted?

   Yes No

5. Can you adapt to new and unexpected situations easily?

   Yes No

6. Can you work under pressure, when necessary, without becoming nervous or upset?

   Yes No

7. Do you have confidence in your abilities?

   Yes No

8. Are you emotionally stable, capable of taking things in stride?

   Yes No

9. Have you enough initiative to be able to work on your own?

   Yes No

10. Are your job plans in keeping with your own capacities and the opportunities employers have to offer?

    Yes No

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11. Do you have a sense of duty and responsibility?

Yes No

12. Are you reliable? Can you be depended on to do a job satisfactorily?

Yes No

13. Can you gain the friendship and respect of fellow-workers?

Yes No

14. Can you cooperate with fellow-workers?

Yes No

15. Can you cooperate with supervision and management?

Yes No

16. Can you follow directions willingly and without argument becuase you respect authority?

Yes No

17. Can you understand instructions and carry them out accurately?

Yes No

18. Can you accept criticism without feeling hurt?

Yes No

19. Can you work without constant supervision?

Yes No

20. Do you ask questions about things you don't understand?

Yes No

21. Can you complete a job once you start it?

Yes No

22. Are you pleasant to work with?

Yes No

23. Do you like people?

Yes No

24. Are you friendly and congenial?

Yes No

APPENDIX E

Self Rating Chart

Answer the questions below by rating yourself in one of the five levels from high to low. Mark with an x the box best describing your own opinion.

How Do you Think you Rate?	High	Above Avg.	Avg.	Below Avg.	Low
1. In neatness of dress and personal grooming?					
2. In being punctual in getting to work and keeping engagements?					
3. In controlling your temper?					
4. In curbing your appetite for foods that do not agree with you--in line with what you know to be good for you?					
5. In using your leisure time wisely to keep your body healthy and your mind fresh and efficient for work?					
6. In managing your finances, budgeting your living, saving money?					
7. In reading and studying to keep up with the progress of the trade or calling in which you earn a living?					
8. In keeping your promises, even when it is inconvenient or difficult to do so?					
9. In the self-discipline to make yourself work when you are lazy, bored or frustrated?					

	High	Above Avg.	Avg.	Below Avg.	Low
10. In practicing what you preach?					
11. In living up to what you know to be right?					

APPENDIX F

Self Rating Chart

Answer the questions below by rating yourself in one of the five levels from high to low. Mark with an x the box best describing your own opinion.

How Do You Think You Rate?	High	Above Avg.	Avg.	Below Avg.	Low
1. As a self-starter who doesn't have to be pushed or prodded?					
2. As a finisher of things you start?					
3. As a person who can work with little supervision?					
4. In ability to get along with associates?					
5. In ability to work under pressure?					
6. In ability to concentrate on a job?					
7. In the efficient use of your time?					
8. In the accuracy of work?					
9. In the neatness of work?					
10. In the speed of your work?					
11. In finishing work at the time expected or promised?					
12. In willingness to tackle unpleasant assignments?					
13. In mastery of detail?					
14. In ability to organize work?					
15. In willingness to more than share when necessary?					
16. In resourcefulness for difficult problems?					
17. In willingness to assume responsibility?					

	High	Above Avg.	Avg.	Below Avg.	Low
18. In learning from mistakes and not repeating them?					
19. In stick-to-it-iveness in the face of trials?					
20. In pride in doing every job the best you can possibly do it?					

[redacted]

Self Evaluation

How do you see yourself?

Answer the questions below by rating yourself in one of the five levels from excellent to poor. Mark with an x the box best describing yourself.

	Excellent	Very Good	Avg.	Fair	Poor
Appearance:					
Cleanliness					
Neatness of dress					
Choice of dress					
Grooming of hair					
Bearing and posture					
General impression					
Personal Habits:					
Manners					
Speech					
Poise					
Smile					
Relations					
General Impression					
[redacted]:					
Punctuality					
Attendance					
Use of free time					
Willingness to serve					

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